

Programme 127†

L<sub>4</sub>

( Sept. to Dec. 1933.  
Jan. to March, 1934, overseas )

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE )

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM IV. (A & B).  
(Ages 13 to 15.)

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text (as given in the book used) must be read  
and narrated first.

A & B *Old Testament History*,\* by J. M. Hardwich and H.  
Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 3-87,  
(I. Samuel) with introduction and appendices. *The  
Acts of the Apostles*, chapters 13-20. Read text only  
of *The Epistle to the Colossians*. *The Saviour of the  
World*,\* Vol. V. (P.N.E.U. Office, 3/-), pp. 1-63, with  
Bible passages from the index.

For reference : *Clarendon Bible : The Acts*, with introduction and  
commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6).  
*The Little Bible* (Oxford Press, 2/6, see especially the *Appendix  
for Teachers and Parents*). *Helps to the Study of the Bible*  
(new edition, Oxford Press, 8/6). *Peloubet's Bible Dictionary*  
(R.T.S., 10/6), for all names of persons and places. *Philip's  
Handy Scripture Atlas*\* (1/-). *Historical Geography of the Holy  
Land*, by S. R. Macphail (Clark, 1/-).

† The 127th term of work set since the Parents' Union School began.



For daily Bible reading, prayers and hymns: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary B.R.F., 19 Old Queen Street, London, S.W. 1, (2/6 a year); *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Songs of Praise* (Oxford Press, 6/-; words only, 1/-).

*Two Minute Bible Readings*: for use in opening school (S.C.M., 3/-).

For Sunday reading: *St. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 2/6), pp. 165-246. *David Livingstone*, by Dr. Blaikie (Murray, 2/6). *What Mean Ye By These Stones?*, by Canon Crum (S.P.C.K., 1/-), pp. 1-34.

- A *The Master Thinkers*, by R. J. Harvey-Gibson (Nelson, 2/6), pp. 15-135. *Sunday Gospels*, by Canon Masterman (S.P.C.K., 3/6).

Sunday Occupations: A Book of Centuries (see under General History).

Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Make Christmas cards and calendars.

#### Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature.

A *New Handwriting*, (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card): work from cards 7, 8 or 9; or, McDougall's *Print-Form Writing Exercises*, Books 2 and 3 (3½d. each).

#### Dictation.

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject.

Essays, letters, narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently. Doggerel must not be written. Metres of poems read under Literature should be followed.

*The Little Oxford Dictionary* (Oxford Press, 1/6).

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (see under *Our Work* in the September *Parents' Review*).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

- A & B *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 114-134 (with suitable exercises from the end of the book).

or, B, use *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9).

#### Literature. (See N.B. 1).

- A & B Shakespeare's *Coriolanus*\* (Blackie, Plaintext, 6d.). Tennyson's *Poems*\* (Oxford, 3/6), read from lyrical poems, and *The Princess*, only. *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 607-644, (Shelley, Keats, Carlyle); or, read from *The Golden Road in English Literature*, by Amy Cruse (Harrap, 10/6).

- A Mrs. Gaskell's *Cranford*\* (Nelson, 1/3). Ruskin's *Sesame and Lilies*\* (Allen & Unwin, 2/-).

Read poetry daily.

Shakespeare to Hardy, *An Anthology of English Lyrics*\* (Methuen, 1930 Edition, 3/6).

A *Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### British History.

- A & B *A History of England*,\* by Cyril Robinson, Vol. IV. (Methuen, 3/6), pp. 53-185 (N.B.—To be read also in one General History period a week): or, in schools, IV.B. may work with III.A., using Arnold-Forster's *A History of England*\*.

Make summaries of events and dates, and continue a chart of the 19th Century. Read the daily news and keep a calendar of events.

Take *The Home and Class Room* section of *The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).

Teacher will find useful *History Charts* (P.N.E.U. Office, 6d.). *Everyday Life in Old Scotland*, Part III., by I. F. Grant (Allen, 2/6).

#### General History.<sup>1</sup>

(N.B.—A & B, give one period a week this term to Robinson's *History of England*, above).

- A *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 14/-), pp. 350-405 (omitting set questions).

- B *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 86-125.

A & B Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-), and Postcards; see catalogue to be had from the Museum.

Teacher will find useful, Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

<sup>1</sup> National History may be taken instead in one General History period. See under Reading.



### Citizenship.

A & B *Ourseives*,\* Book I. (Kegan Paul, 4/6), pp. 140-162.  
*Life and Fables of Æsop*\* (Blackie, 10d.).

A *Hellas the Forerunner*,\* Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 96-137.

B *The Golden Fleece*,\* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 143-169.

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

### Geography 1

Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration. Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.

A & B *Ambleside Geography Book V.*,\* 1931 edition, (Kegan Paul, 5/-), pp. 265-296 and 316-329. *The World*, Part I., by O. J. R. Howarth and W. A. Bridewell (Oxford Press, 4/-), pp. 362-385, for regional work.

A Huxley's *Physiography*\* (revised edition, Macmillan, 5/-), pp. 139-188. Some account of the physiography of your neighbourhood.

B Geikie's *Geology Primer*\* (Macmillan, 1/9), pp. 106-150.

A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.

Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (1929 edition, 7/6). Teacher will find useful *Out-door Geography*, by H. Hatch (Blackie, 2/6).

### Natural History, Botany and Geology.1

A & B *Elementary Studies in Plant Life*,\* by F. E. Fritsch and E. J. Salisbury (Bell, 3/6), pp. 1-30.

A *The Elements of Geology*,\* by M. A. Johnstone (Nelson, 3/6), pp. 13-57, with a good map of the British Isles, (see atlas set above); some account of the geology of your own neighbourhood.

B *Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 299-353.

A & B *Keep a Nature Note Book*\* (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.

For special studies suitable to season and climate, see *Nature Rambles*, Vols. I. to IV.; also *Nature in the Garden*, Vols. I. & II., all by Edward Step, F.L.S. (Warne, 2/6 each). *S.N.S.U. Leaflets*, Nos. 21 (*Toadstools*, 2½d.), and 3 *Special (Conifers)*, 6d.).

### General Science, Physiology.

A *The Stars in Their Courses*,\* by Sir J. Jeans (Cambridge Press, 5/-), pp. 1-48.

B *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 57-112.

A & B *Physiology for Girls*,\* by M. A. Johnstone (Blackie, 3/-), pp. 214-256.

<sup>1</sup> Overseas members see special leaflet.

### French.2 (See N.B. 4.)

*L'Enseignement Littéraire du Français*,\* by J. Molmy, Vol. 1. (Hachette, 2/6), lessons 1-6, inclusive, or continue. Teacher study preface. Reference for grammar, Larive and Fleury's *La Deuxième Année de Grammaire* (Hachette, 2/6). Read and narrate only, *Histoires de Chasse*,\* edited by R. H. Pardoe, B.A. (Nelson, 1/3). Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.). For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

### Latin. (See N.B. 4.)

A *Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A., (Oxford Press, 3/-), (A) §§ 53-58, (B) §§ 28-34, inclusive; or, continue.

A *Cæsar's Gallic War*, Books I.-III., edited by C. Hignett (Oxford Press, 2/6), pages 52-62. *A Book of Medieval Latin for Schools*, by Helen Waddell (Constable, 2/6), may be used for reading.

### German.2 (See N.B. 4.)

A & B *Primary German Course*,\* by O. Siepmann (Macmillan, 3/-), Lessons 27-30, inclusive, or continue. Teacher study preface.

A *Stories from Andersen*,\* by Walter Ripman (Dent, 2/3), pp. 3-38.

### or, Italian.2 (See N.B. 4.)

A & B *Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 5/-), Lessons 10-13, or continue.

A For narration, *Le Avventure di Pinocchio* (P.N.E.U. Office, 1/3), chapters 17-28 (inclusive).

Also, for conversation practice, *Brush Up Your Italian*, by G. Tassinari (Dent, 2/6).

### Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI., with *Arithmetical Dictation*, Books V. and VI., by Alfred Wisdom, for rapid mental work. *Teachers' Books are essential.*

A (3rd Term) *Fundamental Arithmetic*, Pupil's Book VI.\* (U.L.P., 1/1), pp. 1-21, and Teacher's Book VI. (2/3); with *Arithmetical Dictation*, Book VI. (U.L.P., 1/3), Exs. 331-351.

B (3rd Term) *Fundamental Arithmetic*, Pupil's Book V.\* (U.L.P., 1/1), pp. 40-59, and Teacher's Book V. (2/3); with *Arithmetical Dictation*, Book V. (U.L.P., 1/3), Exs. 279-300.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 4/-). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

<sup>2</sup> Schools may substitute the national language.



**Geometry. (See N.B. 4.)**

*A Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, Part I., 2/6), (5th Term), pp. 165-182, and revise Section I.; or, continue.

*The School Set of Mathematical Instruments*\* (P.N.E.U. Office, 1/- or 2/-).

**Algebra. (See N.B. 4.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 111-113, 137, 138 and 140-147 (5th Term), or continue.

**Picture Study and Architecture.**

Study, describe, and draw from memory details of, six reproductions of pictures by Velasquez\* (P.N.E.U. Office, 2/- the set): see the special notes for teachers only in the September *Parents' Review*; also *Home Education and School Education*.

A *The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 228-261.

**Painting, etc.**

Studies in design for embroidery in wild fruits, and leaf mosaic. Autumn colour studies. Original illustrations (e.g. for ballads and carols) and simple memory drawings.

Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (see *Our Work* in the September *Parents' Review*).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), *The Way to Sketch, and Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6 each), *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

**Music Appreciation.**

The work of Handel; see (a) article, and (b) records suggested under *Our Work*, in the September *Parents' Review*.

*Handel*, by B. L. Thomson (Sheldon Press, 4d.).

*Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 58-90.

**Ear Training, Singing, Piano, etc.**

(a) Regular lessons in ear-training and sight-reading.

*The Compleat Teacher*, by Arthur Somervell, Books III. & IV. (Boosey, Teacher's Books, 2/6 each, Pupils', 3d. each).

(b) Three English songs and three French songs. Carols.

*The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-). *The English Carol Books, I. & II.*, edited by Martin Shaw and Percy Dearmer (Mowbray, 2/6 each, words only, 3d.).

Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

(c) Choose and learn suitable compositions by Handel.

For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Recitations.**

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 81 and 102. Two hymns. A scene from the Shakespeare play set, and two poems from anthology set.

**Reading (including holiday and evening reading).**

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B Dickens' *David Copperfield*\* (Dent, 2/-). Fabre's *Book of Insects*\* (Nelson, 1/-).

A Homer's *Odyssey*\* (the Butcher and Lang translation, Macmillan, 5/-), Books 5-8.

B *Herodotus: Stories and Travels*\* (Dent, 1/4), pp. 38-88.

Scottish or Irish children may read: *A Short History of Scotland*, by Robert L. Mackie (Oxford Press, 6/-); *An Illustrated History of Ireland*, by P. W. Joyce, LL.D. (Longman, 6/-).

**Drill, etc. (Choose new work each term.)**

Daily drill, dancing or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. Use also *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Netball; Hockey.

**Work: Crafts, etc.**

Do some definite house or garden work.

Use *Practical Housecraft Series*; (1) *Housewifery*; (2) *Cookery*; (3) *Laundry* (Longmans, 6d. each); *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

*Individual Work in Cardboard Modelling, Book II.* by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St. Leicester.)

(b) Cooking.

*Catering for the Young*, by D. Morton (Werner Laurie, 2/6).

(c) Sewing: cut out and make a garment, and do some embroidery. Knit a garment.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, (c) Boys: make models in woodwork.

*101 Things for a Boy to Make* (new edition), by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 30, 4d., and sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

*First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Make Christmas presents.

*Leatherwork: New Decorations*, by E. Mochrie (Dryad, 2/6). Help the "Save the Children Fund," 26 Gordon Street, London, W.C. 1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). *The Dryad Quarterly* (6d.), is also useful.



#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons, and offer scope for hobbies. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—The work in Form IV. takes two years (ages 13 to 15). When the same book is used in Form IV. A & B more advanced work should be expected from pupils in Form IV.A. **Form IV.B is the old Second Year Form III.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked \*, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, the Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.



# Parents' National Educational Union

## The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

### FORM IV. (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

- I. A & B. 1. "And Samuel went from year to year in circuit to Gilgal and Mizpeh." Describe (a) Samuel's dealings with the people at Mizpeh, (b), Samuel's farewell address at Gilgal in giving up his office as Judge. What privilege did he retain?
2. Or what occasions were the following words used? Tell the whole story in **one** case, (a) "Shall Jonathan die, who hath wrought this great salvation?" (b), "To obey is better than sacrifice;" (c), "Provide me now a man that can play well"; (d), "And Jonathan sware yet again to David because he loved him."
- II. A & B. 1. "The Gentiles besought that these words might be preached to them the next Sabbath." Describe St. Paul's speech to the Jews at Antioch which led to this request and the events that followed.
2. "While Paul waited at Athens his spirit was stirred within him." With what kind of people did he talk and what words did he address to the people from Mars Hill?
- A 3. (i.) What teaching does our Lord give us on (a) "He that willeth shall know"; (b), "Judge righteous judgement"?
- or, (ii.) What counsels does St. Paul give in his letter to the Colossians to those "who are risen with Christ?"



Writing. (Writing is also considered in each answer.)  
Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).  
*Life and Fables of Æsop*, page 121,—A Council of Beasts.

Composition.

1. An essay on **one** of the following,—(a). Efforts that are being made to bring about "Goodwill towards men"; (b) My Workshop (Fabre); (c) The Women of Shakespeare, *or*, of Scott (Ruskin and your own reading).
2. Some verses, which must scan, on **one** of the following,—(a) Christmas; (b) David Livingstone; (c) Alcinous; (d) impressions of Handel's Music; (e) Colour and sleep in Autumn.

English Grammar.

1. Analyse, parsing words in italics,—  
"Swift birds of *passage wing* their flight  
Through the dewy *atmosphere*.  
I hear the beat of their pinions *fleet*,  
As from the land of snow and *sleet*  
They seek a southern lea."
2. Explain by a table to what family the English language belongs.
3. "Modern English has been enriched by borrowings from the languages of every civilised nation." Illustrate by giving examples from Latin, French and Danish sources.

Literature. (Only three questions should be answered.)

- A & B 1. "The tragic struggle of the play is not that of (a) patricians and plebeians but of (b) Coriolanus with his own self." Describe two scenes from *Coriolanus* which you consider illustrate the struggles referred to in (a) and (b).
2. Give (a) the story of *The Princess*, *or*, (b), the substance of a poem by Shelley and of one by Keats, quoting lines where you can.
  3. Write a scene for acting from (a) *Cranford*, *or*, (b) *David Copperfield*.
  4. By what books and on what subjects did Dickens, Carlyle, and Ruskin attempt to educate public opinion in the Victorian age? Give some thoughts you have gathered from "Kings' Treasuries."

British History.

- A & B 1. Describe the conditions which led to *The Reform Bill*. What changes did the Bill bring out? Dates.
2. Give some account of the rise of working class Reformers and the work of the London Working Men's Association. Dates.

3. Give an account, with dates, of (a), The American Civil War, *or*, (b), the rise of Germany. Dates.
- or*, B 1. Write a short account of the Indian Mutiny and the work of Henry Lawrence, Havelock and Colin Campbell.
2. What do you know of **two** of the following,—(a), The Chartists; (b), The Anti-Corn-Law League; (c), The Cotton Famine?
  3. Mention some of the steps in the path of freedom which were taken after 1815. Write what you know of the work of (a), Wilberforce, (b), W. E. Forster.

General History.

- A 1. Describe (a), life in Athens in the days of Pericles; (b), the work of Pericles and of Pheidias in beautifying the city.
- A & B 2. Write brief notes on history in Europe connected with the following,—(a), Louis Philippe; (b), Mazzini; (c), Kossuth; (d), Mendchiakoff. Dates.
- B 1. Give some account of (a), Hiuen Tsang, the Chinese Pilgrim; *or*, (b), Muhammed, the great Reformer.

Citizenship.

- A & B 1. Mention some of the ways in which it is easy to offend against Truth. What two sorts of Truth are there? Give examples.
2. Give two stories (one including a fable) which show the "excellency of mind" which Æsop possessed.
- A 3. Describe the part taken by (a), Alkibiades as head of the democratic party, and (b), Nikias, the cautious leader of the moderates, in the Sicilian expedition.
- B 3. Write shortly what you know of **two** of the following,—(a), child labourers in the factories; (b), the work of John Wesley; (c), a Chartist riot, in the time of the Industrial Revolution.

Geography.

- A & B 1. "There is but one *great* river in the whole of Australia." Draw a sketch map of the basin drained by it and its tributaries. Write a general account of the State of New South Wales.
2. Write about the causes that influence (a) climate, (b) vegetation, (c) industry in New Zealand.
- A 3. "Our river valleys are mainly the result of work performed by rain, rivers, and similar agents of denudation." Write upon this, and give examples from your own observation.
- B 3. By what signs do we know that parts of the earth's crust have been pushed up, or have sunk down? Give examples, especially any that you have seen.



### Natural History.

A & B 1. How do plants get food from (a), the earth, (b), the air? Drawings.

2. (a), Name (with drawings), examples of the following kinds of leaves:— lanceolate, cordate, palmate, reniform, hastate, ovate; or, (b), write notes on four kinds of toadstools you have found this term. Drawings.

A 3. In what parts of the British Isles are Cambrian Rocks to be found, and what are the chief kinds? Write briefly about "life in Cambrian times." Drawings.

B 3. How would you prove, by diagram and explanation, that "a whale is not a huge fish"? Describe briefly its mode of life.

### General Science.

A 1. What has the telescope helped us to discover about the nature of the moon? What have you observed yourself?

B 1. What have you gathered from your reading this term about (a), elements, (b), atoms, (c), molecules?

A & B 2. Describe, as far as you can, the wonderful means by which we (a), hear, or, (b), see. Diagrams.

### French.

1. Read through once, *Le Retour du Troupeau* (p. 6, *L'Enseignement Littéraire*); then write a short narration in French.

2. Use in sentences (a), the feminine of *fermier*,  *paresseux*,  *maître*,  *nageur*,  *directeur*, and (b), the plural of *oiseau*,  *nez*,  *clou*,  *œil*,  *festival*.

3. (a), What French poems have you read this term? Write out one you have learnt, or, (b), write a Christmas letter to a French friend.

### Latin.

A 1. (i.) "A Latin Book for Beginners" Page 169 § 58, Translate lines 1-7. (ii.) Either scan lines 3 and 6 or parse each word in line 2.

2. Translate: (1) On the third day God made lights to shine in the firmament of heaven. (2) When the Cyclops came to the cave he could not see the men. (3) While we were in the ship, a great wind rushed upon us.

3. Cæsar's Gallic War (Hignett), (i.) Translate Book I. § 46 "Dum hæc . . . circumventos." (ii.) Read again the Latin of (i.) then write a narration in Latin.

B 1. "A Latin Book for Beginners" Page 138 § 30, Learn lines 37-44 (two verses) then write them from memory.

2. Translate: (1) Let us come to hear the story. (2) He gave reins to the man so that he might guide (say "rule") the horse. (3) He is not the man to say many words.

3. Page 139 § 31 (i.) Translate lines 9-12. (ii.) Either scan the last two lines or read again the four lines and write a narration in Latin or a simpler Latin version in your own words.

### German.

A & B 1. Describe in German the picture for page 110 (Siepmann).

2. Use in sentences, the 3rd Pers. Sing. Plural Indicative of the verbs *können*, *dürfen*, *mögen*, *sollen*, *wollen*.

A 3. Write a short story about "Das hässliche junge Entlein."

### or, Italian.

A & B 1. Translate into Italian exercise 1, page 65, 1, sentences 1-6.

2. Use in sentences (a), the Comparative and Superlative *alto*, *grande*, *buono*, and (b), the Italian for 7:15; 8:35; 10:05.

A 3. Write six sentences in Italian about the picture La Citteo "Acchiappa Citrulli."

### Arithmetic.

A (3rd Term).

1. If 2 elephants can draw a load of 4 tons a distance of 15 miles in a day, how far will a team of 3 elephants be able to draw 5 tons in 6 days?

2. A cylindrical tank, diameter 16 feet, is filled with water to a depth of 5 feet. Find, in tons, etc., the weight of the water in the tank; assuming that 1 c. ft. of water weighs  $62\frac{1}{2}$  lb. and that  $\pi = 3.14$ .

3. Find the value, to 2 decimal places, of:—

$$(a) (100 - 8.3 + .345) \times .5$$

$$(b) \frac{5.841 \times .01 \times .84}{.012 \times .4 \times 6.93}$$

$$(b) \frac{5.841 \times .01 \times .84}{.012 \times .4 \times 6.93}$$

B (3rd Term).

1. At what rate per cent. will £310 amount to £356 10s. in 5 years?

2. In a palace courtyard 76 feet square there is a fountain in a basin 26 feet square. Find, as shortly as possible, the area of the rest of the courtyard; and the number of slabs of marble, each  $2\frac{1}{2}$  ft. by  $1\frac{1}{2}$  ft., required to pave it.

3. A motor bicycle cost £70 to produce. At what price must it be sold to make a profit of 20 per cent., after allowing a discount of £5 on each bicycle?



Geometry.  
(5th Term).

1. Prove that one circle, and only one, can pass through any three points not on the same straight line.
2. Find the locus of the middle points of equal chords of a circle.
3. ABCD is a cyclic quadrilateral whose diagonals meet at E. If  $\angle CED = 88^\circ$ ,  $\angle DCE = 26^\circ$ , and  $\angle DBC = 66^\circ$ , find  $\angle BAD$  and  $\angle ADC$ , and prove that  $\angle ADC = \angle AEB$ .

Algebra.

(5th Term).

1. Draw the graph of  $y = x^2$  from  $x = -3$  to  $x = +3$ . What is the minimum value of  $y$ ? (Take  $\frac{1}{2}$  inch as the unit along both axes).
2. A number consists of 2 digits. The sum of the digits is 11, and, if the digits be reversed, the excess of the old number over the new one is 27. Find the number.
3. Resolve into factors :  
(i.)  $x^2y^2 - 23xy + 132$ .  
(ii.)  $49l^2m^4 - 36p^4q^2$ .

Picture Study and Architecture.

- A & B 1. Describe "Philip IV. when Young," by Velasquez.
- A 2. What do you know of Sir Christopher Wren and his work in churches and in other buildings? Describe two, if possible those you have seen.

Drawing (with brush and in colour.)

1. A design in autumn leaves showing leaf mosaic.
2. An original illustration for a Christmas Carol.

Music Appreciation.

What music by Handel have you heard this term, and what have you learnt? Write about one composition.

Recitations.\*

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or novel.

Reading.\*

Father to choose a poem, and a leading article from a newspaper.

Music.\*

Examine in work done.

Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

Drill.\*

Report progress.

Work, Crafts, etc.\*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 11th. Papers to be posted on Dec. 16th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.